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ABSTRACT

The Kansas Internship Plan (KIP) allows beginning teachers opportunities to share plans and experiences with other interns, an element essentially intrinsic to support groups. Also, they have an opportunity to solve classroom problems while continuing to have the guidance and support of senior teachers and teacher education faculty. The program provides opportunities for beginning teachers to have a greater involvement in the total school program than they have had previously. Interns assume responsibility for teaching periods, supervisory tasks, extra-curricular activities, meetings, parent-teacher conferences, student evaluations and progress reports, and counseling sessions. This document provides information on the following elements of the KIP: (1) legal basis; (2) personnel qualifications, responsibilities and rights; (3) program operation; (4) role of state-approved teacher education institutions; (5) evaluation of the program; (6) plan of implementation; and (7) proposed budget. (JD)

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THE KANSAS INTERNSHIP PLAN (KIP)

Final Plan

April, 1985

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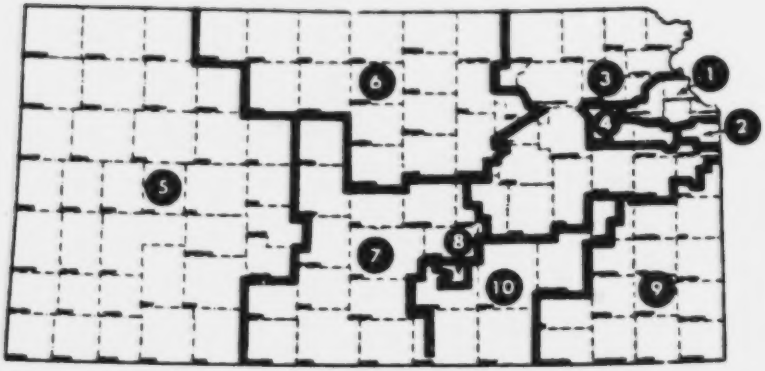

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THE KANSAS INTERNSHIP PLAN (KIP)

April, 1985

Kansas State Department of Education
Kansas State Education Building
120 East 10th Street Topeka, Kansas 66612
An Equal Employment/Educational Opportunity Agency

FOREWORD

The notion of "helping others" is part of the glue that holds society (including schools) together. We would like to think that this tenet is particularly applicable in Kansas. "Helping others" is what an internship program is all about.

For a good many years school building administrators in strong and effective schools, with the support of the teaching staff, have assigned the "best" teacher to assist the first-year teacher. That informal helping arrangement is common among many schools but not all schools.

In recent years some educators have advocated a more formal assistance program patterned after a medical model. In this model the first-year or intern teacher would receive intensive assistance from a master or senior teacher in the building or district where the new teacher is employed. In addition, support for that first-year intern teacher would be continued by representatives of the Kansas institutions of higher education that prepared the first-year teacher program and by the building administrator. Advocates of the "medical model" teacher internship program lean heavily on the needs assessment supervision, support and assessment of first-year teacher's performance as principle components of the internship program.

The Kansas Internship Plan (KIP) couples the Kansas tradition of "helping others" with a reasonable but rigorous assessment program. On the one hand, it couples the practice of helping people new to the profession in an informal way, and on the other it provides for a closely defined and precise assessment of first-year teachers. The Kansas Internship Plan (KIP) is fully dependent on a continuum of services beginning with student teacher preparation and carrying on through the first-year experience. The Kansas Internship Plan (KIP) comes very close to guaranteeing success in first year professional practice.

Harold L. Blackburn
Commissioner of Education

THE KANSAS INTERNSHIP PLAN
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I. PURPOSE AND OBJECTIVES

The Kansas Internship Plan (KIP) is one of several initiatives taken by the State Board of Education to improve the quality of teacher preparation in Kansas. The State Board endorsed the use of an internship program for first year teachers when it adopted the comprehensive teacher preparation and development program in May, 1982. Furthermore, the Governor's report on the State of Kansas budget for fiscal year 1984-85 included the recommendation for an entry year assistance program. As the State Board and Kansas Legislature fulfill their commitment and responsibility to education, they involve all affected parties--including teachers, administrators, State Department of Education personnel, college/university representatives, and external consultants--in the development and operation of the program.

An internship program allows beginning teachers opportunities to share plans and experiences with other interns, an element essentially intrinsic to support groups. Furthermore, they have an opportunity to solve classroom problems while continuing to have the guidance and support of the senior teacher(s) and the teacher education institution. Lastly, interns can observe each other as "teacher." An internship program definitely provides support to the first year teacher.

Additionally, an internship allows beginning teachers to have a greater involvement in the total school program than they have had previously. They assume complete responsibility for their classes. They manage teaching periods, supervisory tasks, extra-curricular activities, meetings, parent-teacher conferences, student evaluations and progress reports, and counseling sessions, etc.

An internship allows for "real" teaching. Its success depends upon intellectual and financial commitment by the individual and local educational agency to staff development as well as on the quality of the preservice program. An intern needs assistance in bridging the gap between theory and practice. It is an orientation or induction period to enable an intern to handle successfully typical first year problems. It is an opportunity for interns to increase their skills of teaching.

Most importantly, an internship program gives a beginning teacher the opportunity to perfect skills and knowledge that are difficult to acquire through the study of theory or in hypothetical situations. Verifying that beginning teachers can perform certain specified tasks in teaching is critical to certifying that teachers are competent to serve in the public school. Beginning teachers need direction as they perform in relation to

established competencies. They can receive the assistance needed through the development of an individualized staff development program. This process involves both growth and assessment. Thus, an internship can be the vehicle by which an individual improves upon the requisite skills of effective teaching.

II. LEGAL BASIS

A review of the Kansas State Board of Education minutes of recent years reveals that since late 1981 there has been extensive effort on the part of the State Board of Education to improve the quality of teachers in Kansas elementary and secondary schools. The first plan for a one-year internship was presented to the State Board for discussion at its November, 1981, meeting. It defined a committee of three professionals whose responsibility was threefold. First, the committee was to serve in a consultative and advisory role; secondly, it was to plan inservice activities for the beginning teacher; and finally, the committee would formally evaluate the teacher at the end of the year for recertification purposes.

The minutes of the State Board meeting held in May, 1982, included the adoption of an issue paper which included testing for *admission* to a college university teacher education program, a one-year training license, and a plan for inservice education. However, the Regents requested that the State Board seek legislation which required testing for certification rather than admission to teacher education. At its July, 1982, meeting the State Board approved the following definition of internship:

> "An arrangement through which college students or graduates of teacher education institutions serve in school situations as teachers, educational administrators, etc., usually under the supervision of college and cooperating school personnel. Usually the intern's practical experiences are correlated with theoretical work at the teacher preparation institution and are preceded by a student teaching experience. Internship may be a salaried position."

Further activity included a Comprehensive Teacher Preparation and Development Update paper prepared and presented to the State Board in February, 1983, and an adoption of a second "issue" paper which again included the same components as the 1982 plan but specified testing at the completion stage, rather than the admission stage, of the teacher preparation prior to certification.

The State Board 1984 legislative package included the above areas and the Kansas Legislature responded favorably. House Concurrent Resolution 5087, 1984, specifically requested that the State Board develop an intern year program for beginning teachers and a plan for implementation and maintenance thereof. It also provided the following additional recommendations:

1. That the intern year program should be developed to include the monitoring of a teacher's first year of teaching by a three-person panel of professional educators;
2. That such a panel should include a master teacher selected by fellow professionals, a building level school administrator, and a representative of a teacher education institution within the state; and
3. That the Legislature requests the State Board to submit the intern year program and the plan for implementation and maintenance thereof to the Legislature at the commencement of its regular session in 1985.

III. ASSUMPTIONS

1. Full funding by legislative appropriations for the Kansas Internship Plan will be provided prior to implementation.
2. The Kansas Internship Plan (KIP) is a required program for first year teachers who have graduated from an accredited institution of higher education with a minimum grade point average of 2.5 in a 4.0 system, completed a state-approved teacher education program, and received satisfactory scores on a pre-certification test. Successful completion of this internship is a criterion for teacher certification. Upon successful completion of the internship, the individual will be issued an initial five-year certificate. A successful intern shall get the credit of one year's teaching toward tenure.
3. The intern will be issued a one-year certificate valid for serving an internship and renewable only under extenuating circumstances.
4. Each intern will be assigned to an assistance committee of professional educators who will *assist*, *support*, and *assess* the intern throughout the year.
5. The assistance committee will comprise a senior teacher(s) and a certified practicing administrator.
6. The selection of the assistance committee will be the responsibility of the local district. Senior teachers will be appointed by the administrator(s) from a list of teachers who have been recommended to the district administrator by their colleagues.
7. Interns will receive support, advice, and training designed to improve their classroom performance.
8. A single assessment instrument will be used to provide a standardized statewide process for the evaluation of the teaching performance of each intern.
9. Members of the internship assistance committee will be trained in both the assistance and assessment components of the Kansas Internship Plan. These members will have received instruction in observation and conferencing skills and possess knowledge of the anticipated problems and competencies expected of an intern.
10. The intern shall be considered a first year teacher and shall receive pay in accordance with the salary schedule of the employing district. The intern shall be eligible for all benefits and legal rights

of a regular teacher. The intern will be responsible to the local board of education for adherence to local school district policies and to local school district administration in the execution of appropriate policies and directives.

11. A procedure will be provided by which the applicant for initial certification may appeal the judgment of the assistance committee regarding the recommendation for the denial of certification in the Kansas Internship Plan.

12. The Kansas Internship Plan will be implemented over a five year period.

    PHASE I: This phase will begin July 1, 1985. An appropriate assessment instrument will be adopted. The training programs for assistance and assessment will be developed.

    PHASE II: This phase will begin July 1, 1986. The assessment instrument will be validated with first year teachers in Kansas. The Kansas State Department of Education will identify the needs of interns and invite applications from colleges/universities and districts to conduct seminars to meet those needs. During this time the State Board will seek applications from all local educational agencies to pilot test the Kansas Internship Plan, with local districts allowed the freedom to develop and submit plans to address their particular needs. Applications will be solicited for creative ideas and strategies for addressing the components of the Kansas Internship Plan.

    PHASE III: This phase will begin July 1, 1987. During this time the program will be field-tested and a data base will be formed from which to proceed in the future. Widespread and diverse participation, particularly of a variety of means of operation, is desired and will be encouraged by the piloting process so as to generate the maximum amount of information from the piloting period. Full funding will be provided to those local educational agencies selected to participate. However, when all funds are disbursed, those districts wishing to participate without funding will be urged to do so.

    PHASE IV: This phase will begin July 1, 1989. The program will be fully implemented at this time. One-year certificates will be issued to all interns.

IV. DEFINITIONS

Assessment - An evaluation by observation of the intern's ability to perform specified teaching tasks to an adequate degree. The final outcome of the assessment determines whether the intern is recommended for initial certification.

Assistance - A process which includes a set of planned experiences designed to aid the intern's professional development in the first year of employment.

Assistance Committee - A committee of professional educators who will *assist, support,* and *assess* the intern throughout the year. This assistance committee will include a senior teacher(s) and a certified practicing administrator.

Evaluation

Formative - The on-going assessment process of observation, consultation and improvement of the teaching performance of the intern.

Summative - The final evaluation which determines whether an intern is recommended for certification.

Intern - A first year teacher who has graduated from an accredited institution of higher education with a minimum cumulative grade point average of 2.5 in a 4.0 system, completed a state-approved teacher education program, and received satisfactory scores on a pre-certification test. A teacher who wishes to transfer to Kansas from another state and who has zero years of experience in a state-accredited school is also considered an intern.

One-Year Intern Certificate - An entry-level certificate issued to an intern who has not previously taught in a state-accredited school. If this certificate is issued in September, it is valid for 12 months. If this certificate is issued in January, it is good for 18 months.

Portfolio - This may contain, but is not limited to, the following information belonging to the intern:

a. Transcripts from postsecondary institutions attended,
b. Student preprofessional development plan based on self-assessment after completion of a state-approved teacher education program,
c. Results of the teacher pre-certification test,
d. Formative evaluation results,

e. Summative evaluation results,
f. Assistance Committee's recommendation regarding certification,
g. Other information substantiating the intern's teaching performance.

Professional Development Plan - Planned experiences designed by the assistance committee to assist the intern in demonstrating the competencies specified in the intern year of employment.

Senior Teacher - A certified practicing teacher; in the case of special education, a certified practicing teacher in a special education category.

V. PERSONNEL: QUALIFICATIONS, RESPONSIBILITIES, AND RIGHTS

In providing interns the support, assistance, direction, and education needed, the Kansas Internship Plan must provide for the assessment of their performance. This ensures a professional level of competence before a teacher receives an initial five-year certificate, and it establishes career-long habits of professional development and growth. Each intern will be assigned to a committee of professional educators who will *assist, support,* and *assess* the teacher throughout the year. This assistance committee will include a senior teacher(s) and a certified practicing administrator. The intern's and assistance committee's qualifications, responsibilities, and rights are defined below.

1. **INTERN:** A first year teacher who has graduated from an accredited institution of higher education with a minimum cumulative grade point average of 2.5 in a 4.0 system, completed a state-approved teacher education program, and received a satisfactory score on a pre-certification test. A teacher who wishes to transfer to Kansas from another state and who has zero years of experience in a state-accredited school is also considered an intern. An intern receives a one-year intern certificate from the State Department of Education. This allows the intern to teach in an accredited school and to work with an assistance committee. The certificate may be renewable for another year under extenuating circumstances. The intern's request for an extension to the one-year intern certificate should be addressed to the Commissioner of Education. The decision will be rendered within a reasonable amount of time after the receipt of this letter. A successful intern shall get the credit of one year's teaching toward tenure.

   The intern shall be considered a first-year teacher and will receive full pay in accordance with the salary schedule of the employing district. The intern shall be eligible for all benefits and legal rights of a regular teacher. The intern will be responsible to the local board of education for adherence to local school district policies and to local school district administration in the execution of appropriate policies and directives.

2. **ASSISTANCE COMMITTEE:** A certified practicing teacher(s) and a certified practicing administrator who will act as mentor and guide to the intern. They design a professional development plan; make formative observations to diagnose and provide information with regard to the intern's strengths and weaknesses;

conduct a pre-evaluation conference(s) to discuss the specific areas to be observed and other mutual concerns; arrange for necessary resources and support services, i.e. scheduled inservice and college/university assistance; conduct a summative evaluation; and maintain the portfolio. A minimum of two hours per week or 72 hours per school year, if needed, as dictated by the professional development plan, must be available to the intern by the assistance committee.

Districts and special education cooperatives will be compensated by the state at a rate of $1000 per intern. This stipend is to be paid to the senior teacher(s) who have the responsibility for managing the intern's planned professional experiences.

It is the prerogative of local educational agencies to increase the qualifications, responsibilities, and rights of the assistance committee. These will be defined in plans of local educational agencies where the Kansas Internship Plan is in operation. Guidelines for the development of such plans are found in Appendix A.

The State Department of Education will train one senior teacher and one administrator per intern in each local educational agency who may serve as members of the assistance committee. This training will be concentrated in the areas of assessment and assistance. Participants will receive instruction in observation and conferencing skills and will have knowledge of the problems and competencies expected of an intern. The cost of these training sessions, and the necessary materials will be funded by the appropriations according to the enabling legislation. These senior teachers and administrators will be paid mileage and a per diem rate while in attendance.

VI. PROGRAM OPERATION

The internship period will consist of a full school year. The assistance committee meets with the intern for observation and consultation. The assistance committee will confirm through formative and summative evaluations* during the internship year the minimum competencies established by State Board of Education Rules and Regulations. At these consultation conferences, the strengths and needs of the intern will be indicated and activities to generate improvement will be planned. Each intern will receive support, advice, and training designed to improve classroom performance. The assistance provided will be consistent with the intern's assessed level of performance.

Assistance activities comprise the professional development plan. This plan, written by the intern and the assistance committee, serves as a guide for the intern's continued professional development in demonstrating mastery of the minimum essential competencies. The assistance committee suggests activities as to how these objectives can be attained. It also arranges the time frame for the completion of each activity. The professional development plan must be signed by the intern and assistance committee members, and it can be revised and updated as often as necessary.

This plan is included in the intern's portfolio, and it follows the intern until the completion of the internship. The portfolio contains, but is not limited to, the following:

a. Transcripts from postsecondary institutions attended,

b. Student preprofessional staff development plan based on self-assessment after completion of a state-approved teacher education program,

c. Results of teacher pre-certification test,

d. Formative evaluation results,

e. Summative evaluation results,

*Appendix B explains the assessment component of the Kansas Internship Plan. This includes formative and summative evaluations. A single assessment instrument will be used to provide a standardized, statewide process for the teaching performance of each intern.

f. Assistance Committee's recommendation regarding certification,

g. Other information substantiating the intern's teaching performance.

At the end of the intern year and within 10 working days after the final observation, the assistance committee recommends to the Commissioner of Education that the intern either be granted an initial five-year certificate or denied certification. The summative evaluation, which is the assessment of the performance of the intern throughout the year, will form the basis of the committee's recommendation.

Denial of Certification

Denial of certification to an intern must be based on a minimum of three formative evaluations by the assistance committee during that intern's first year should he/she have begun that internship at the beginning of the first semester. If the intern begins the internship at the beginning of the second semester and is denied certification, the denial must be based on a minimum of four formative evaluations by the assistance committee -- two each semester.

Appeal Process

An appeal process will be established for those interns who are not being recommended for certification. Within 10 days of notification of the recommendation for denial of certification by the assistance committee, the intern may ask for a conference with the assistance committee to discuss information about performance, including the contents of the portfolio. The intern may appeal the assistance committee's decision not to recommend certification. The assistance committee must render a response within 10 working days. If the assistance committee continues to recommend a denial of certification, the intern may appeal to the Commissioner of Education who must act upon the matter in a reasonable length of time. It remains the responsibility of the intern to show that he/she has met the criteria for successful completion of the internship.

VII. ROLE OF STATE-APPROVED TEACHER EDUCATION INSTITUTIONS

The successful induction of beginning teachers into the profession has long been of concern in Kansas, not only to those who prepare teachers, but also to those who employ them. The Kansas Internship Plan is a statewide program designed to meet the need for a systematic, developmental, competency-based approach to the induction level of teacher education. The *formative* aspects of the program are designed to assist the intern in acquiring or improving teaching knowledge and skills which are essential to successful entry into the profession. The *summative* aspects of the program are designed to protect the public interest by establishing that the intern can perform at an acceptable level of professional practice.

Close collaboration with the intern and the assistance committee and the Kansas teacher education college/university must be maintained during the internship year. This holds with the underlying philosophy that the professional preparation of a teacher should be viewed as beginning with entry into the institution's teacher preparation program and formally concluding with the initial five year certification. Such a system has a unique and essential contribution to make in the marriage of theory and practice necessary to produce a competent, confident professional.

Because the Kansas Internship Plan is part of the professional development process of a first year teacher, the role of teacher education institutions should be addressed. Teacher education institutions bear substantial responsibilities during the student teaching practicum, therefore, they should continue playing an important role throughout the intern year as well.

The Intern Role

Kansas-approved teacher education institutions provide support on an exclusive basis to teacher candidates in their undergraduate programs. Interns should continue to enjoy the benefit of such support and resources as they enter into their internship period. Regularly scheduled systematic intern inservice education can help bridge the gap from theory to full practice by providing a forum for sharing experiences, resources, accomplishments, ideas, and activities. Interns can also benefit from open discussions about concerns and problems and identifying ways to develop and expand existing skills and identify personal strengths, needs, and directions for future professional growth.

Simply removing the sense of isolation through peer networking is a viable step that can be accommodated through an intern inservice education program.

Interns will be provided opportunities to attend two seminars conducted by Kansas-approved teacher education institutions and/or by a district(s) in coordination with such colleges and universities. These seminars will be designed specifically for the intern and are in addition to regularly scheduled district inservice activity. The interns will receive full pay for attending the days the seminars are in session.

The Institution Role

The State will provide resources for five different seven-hour seminars which address the needs of interns. These needs will be identified through a statewide assessment of interns' perceived needs. The assessment will be conducted by the State Department of Education. The same five seminars will be presented at various locations throughout Kansas, dependent upon the location of the interns. Interns will choose two of these five seminars. Funding will be provided to the sponsoring Kansas-approved teacher education institutions at a rate of $2500 per seminar. The interns will be reimbursed for mileage.

State-approved teacher education institutions in Kansas that are interested in designing, conducting, and evaluating such a series of seminars, either independently or with another institution(s), should make application to the State Department of Education in accordance with the guidelines presented in Appendix C.

However, school districts employing interns may want to arrange, preferably with neighboring districts, to conduct seminars as a forum for sharing experiences, resources, accomplishments, ideas, and activities to broaden the range of support and assistance services. These seminars may be substituted for those specified as the responsibility of the college/university. If this alternative is followed, a teacher education institution in Kansas must be involved in the planning and/or presentation of the seminar. The cost of this involvement will be appropriated to the district at a rate not to exceed $44 per intern. It is encouraged that a district(s) choosing to develop its (their) own seminar(s) for interns would be a participant(s) in the State Inservice Education Plan and would include the seminar(s) in the local inservice education plan.

Districts that are interested in designing, conducting, and evaluating such a seminar(s), either independently or with another district(s), should make application to the State Department of Education in accordance with the guidelines presented in Appendix D.

In this manner, Kansas-approved teacher education institutions will continue to provide support to the preparation of professional educators through their pr :service program as well as the internship program.

VIII. EVALUATION OF KANSAS INTERNSHIP PLAN

It is necessary for the State Department of Education to measure the impact of the Kansas Internship Plan. This can best be accomplished in a longitudinal study which will determine whether the Kansas Internship Plan positively affects teacher effectiveness. Such a study would focus on the questions posed in Appendix B. Results of this study would be used to improve either the assistance or assessment component or both.

More immediately, the Department will be able to note the number of interns who successfully complete the program. At the end of each academic year, local educational agencies will report by building to the State Department of Education the names and numbers of interns employed by that district, the teacher education institution which they attended, and whether they were recommended by the assistance committee for certification. The cost of the program as to the value gained over both a short and long term will likewise be determined.

The State Department of Education will also conduct a statewide evaluation of the implementation of the Kansas Internship Plan. Results of this evaluation will be used to improve the operational mechanics of the program. In addition, the Department will conduct an evaluation of the role of the Kansas teacher education institutions in the Kansas Internship Plan.

IX. PLAN OF IMPLEMENTATION

KANSAS INTERNSHIP PLAN
PROJECTS TIMELINE

July 1, 1985, to June 30, 1986	Kansas State Department of Education develops instrumentation for assessment of teacher performance. Kansas State Department of Education also designs the training programs for assistance and assessment.
July, 1986	Kansas State Department of Education distributes applications for pilot projects under the Kansas Internship Plan to local educational agencies.
August, 1986, and September, 1986	Kansas State Department of Education holds regional informational meetings for potential pilot project applicants.
August, 1986-December, 1986	Kansas State Department of Education conducts a needs assessment of Kansas' first year teachers.
September, 1986, to May, 1987	Kansas State Department of Education will begin the validation of the assessment instrument with first year teachers in Kansas.
December, 1986	Applications for pilot project awards due at the Kansas State Department of Education.
January, 1987	Kansas State Department of Education distributes applications to Kansas-approved teacher education institutions and local school districts to conduct seminars to meet those identified needs of Kansas' first year teachers.
January, 1987 February, 1987	Kansas State Department of Education reviews applications for pilot internship projects.

March, 1987	Kansas State Department of Education provides technical assistance to local educational agency pilot project applicants.
	Final pilot project applications due at the Kansas State Department of Education.
	Kansas State Department of Education reviews final local educational agency pilot project proposals and nominates final slate of projects to the State Board of Education.
	Applications from Kansas-approved teacher education institutions and local school districts for internship seminars due at Kansas State Department of Education.
April, 1987	Kansas State Department of Education reviews applications for internship seminars sponsored by Kansas-approved teacher education institutions and local school districts and nominates final slate of projects to the State Board.
	State Board awards local educational agency pilot project awards.
May, 1987	State Board awards internship seminar grants to Kansas-approved teacher education institutions and local school districts.
July, 1987	Kansas State Department of Education conducts the training of assistance committee members.
August, 1987	Local educational agency conducts orientation of interns.
July, 1987 - June 30, 1989	Beginning of pilot projects. End of pilot projects.
January, 1989	Kansas State Department of Education conducts evaluation of pilot projects

April, 1989	Final report from the Kansas State Department of Education to the State Board and to the Kansas Legislature. This report includes the establishment of the data base for the assessment component.
June, 1989	Revision of Kansas Internship Plan as indicated from the results of the pilot projects. The assessment instrument will be supported by a data base.
July 1, 1989	Begin issuance of one-year intern certificates to all first year teachers in Kansas.

X. PROPOSED BUDGET

July 1, 1985 - June 30, 1986

I. Personnel			
A. Program Specialist			$ 29,000
B. Secretary I			$ 14,000
C. Consultant (36 days at $125/day)			$ 4,500
Expenses:			
Airfare (3 round trips)			$ 1,167
Per Diem			$ 1,440
II. Equipment and Supplies (Printing, Postage, Telephone, Supplies, Etc.)			$ 5,000
III. Travel (Program Specialist)			$ 5,000
IV. Norming, Validation, Etc.			
A. Data Gathers (6 people at $50/day, substitute teaching rate) They work 10 days and have training for 3 additional days			$ 4,212
6 x $50/day x 13 days	$ 3,900		
Lunch for 6 at $4/day for 13 days	$ 312		
B. Manual and User's Guide ($10 each for the pair) Need 7: 6 for the data gatherers and 1 for KSDE			$ 70
C. Scoring Device			$ 1,800
D. Recording Forms (10¢ each - 1,000)			$ 100
ANNUAL TOTAL:			**$ 66,289**

Proposed budgets for Fiscal Years 1987 through 1990 will be revised downward to reflect the changes made by the Kansas State Board of Education to the Kansas Internship Plan.

APPENDIX A

LOCAL EDUCATION AGENCY PROCEDURES FOR COMPLIANCE WITH THE KANSAS INTERNSHIP PLAN

Each local educational agency that employs an intern shall submit evidence of compliance to the Kansas Internship Plan to the Kansas State Board of Education. The State Department of Education shall acknowledge receipt of the report and direct the approval process.

The plan shall include, but is not limited to, the criteria established by the State Board and shall be initially submitted by August 1, prior to the year of operation. Subsequent submissions or amendments to the plan shall be in accordance with procedures specified in State Board Rules and Regulations.

The following information must be provided by the local educational agency to the State Department of Education:

Governance

Each local educational agency shall provide the name of the person who is responsible for directing the program and is the liaison between the State Department of Education and the local educational agency. This individual will coordinate the internship's inservice and training activities, both in and out of district, specifically designed for the intern and/or assistance committee.

Assistance Committee

a. Name(s) of person(s) responsible for selection of the assistance committee members.

b. Determination of assistance committee members and intern(s) to be served.

c. Schedule of place and time of orientation meeting for intern(s) and assistance committee members.

d. The local educational agency orientation plan for interns.

e. Replacement plan for assistance committee members who cannot fulfill the term of committee service.

Professional Development Plan

This plan, centered on identified needs, is developed by the assistance committee with concurrence by the intern and is kept in the intern's portfolio.

Portfolio

a. Identification information regarding the intern and members of the assistance committee comprises a portion of this portfolio.

b. There should also be a statement regarding the Appeal Process for the Kansas Internship Plan which is signed by the intern and the assistance committee.

Summative Evaluation

a. A copy of the local educational agency summative evaluation.

b. Local educational agency procedures for notification of the intern.

The local educational agency forwards a copy of the "Recommendation for Certification" form or a "Recommendation for Denial of Certification" form for each intern.

Budget

This sheet must detail the appropriations by the local educational agency of the $1000 stipend per intern.

APPENDIX B

THE ASSESSMENT COMPONENT OF THE KANSAS INTERNSHIP PLAN

Verifying that the intern can perform certain specified tasks in teaching is critical to certifying that teachers are competent to serve in the public schools. Although the process of teacher performance evaluation is fallible, the process does provide the basis for preservice and inservice education. Teacher evaluation practices provide the support system that is a necessary requisite for teacher effectiveness.

Assistance in the internship year should help beginning teachers to develop a variety of teaching skills and strategies and to learn to select the ones most appropriate to specific teaching tasks. For purposes of assessment, teachers should be held accountable for teaching according to general principles rather than for demonstrating a set of specific teaching behaviors. Such specific teaching behaviors, when observed, may be more appropriately viewed as supporting evidence for observers' judgements of teacher competence and as pertinent information for designing individual assistance programs.

When Kansas selects an instrument for assessing teacher performance to be used in the Kansas Internship Plan, it is strongly suggested that Kansas adopt an effective existing instrument. Developing a new instrument is neither cost-effective nor necessary. The State should consider the following rationale when making its decision as to the assessment instrument.

DOES THIS INSTRUMENT PROVIDE INFORMATION ABOUT:

1. Programs of teacher education and effective teaching in the classrooms of Kansas?
2. Programs of teacher education based on the state program approval competencies?
3. Research findings that will assist administrators in improving their perception of classroom activities?
4. Educational developments in Kansas school systems which can be shared with local school boards and the general public?
5. The effectiveness of inservice education programs?

WILL THIS INSTRUMENT ASSIST STAFF DEVELOPMENT INITIATIVES SUCH AS:

1. Teacher involvement in effective inservice programs? Evidence of specific teacher behaviors must be gathered and given to teachers to help them decide how to improve.
2. Systematic approaches to teacher assessment which are based on the realities of classroom interaction and validated against pupil growth measures? Such a program can be adapted to the community, the school, the teacher, and the student.
3. Data collection about the development and operation of successful inservice education programs? This activity requires time, knowledge, and commitment; however, it does not cost any more than the ineffective programs that some school systems have already tried and found wanting.

WILL THIS INSTRUMENT:

1. Develop profiles of appropriate teaching behaviors for different subjects and different students?
2. Help teachers to identify their own strengths and weaknesses?
3. Encourage teachers to invest in self-improvement?
4. Strengthen inservice education programs?
5. Provide the school with reliable records of teaching and learning behaviors?
6. Help institutions of higher education to prepare more effective beginning teachers?

THE BENEFITS OF A PROPERLY SELECTED INSTRUMENT INCLUDE:

1. A corps of observers trained to derive objective, reliable, diagnostic profiles of teachers' performance based on unobtrusive observations in a natural classroom setting.
2. A data-based analysis that describes teacher behaviors in each school district and identifies those teacher behaviors which are most effective.
3. A training program for administrators and instructional supervisors that familiarizes them with observation and assessment methods.

4. An on-going inservice program that enables teachers to reassess their abilities and needs on a regular basis and work toward self-improvement and improve classroom performance.

APPENDIX C

GUIDELINES FOR STATE-APPROVED TEACHER EDUCATION INSTITUTIONS TO APPLY FOR SEMINAR FUNDING

The following information should be provided by applicants representing Kansas teacher education institution(s) for funds to support an Intern Year Program Seminar.

A. *Name and Address of Teacher Education Institution or Institutions*
(consortium requests are encouraged)

B. *Statement of Need For Seminar* - This statement includes narrative as well as statistical background information necessary to support the statement of need.

Examples of needs are: a desire to strengthen a teacher preparation area, improve use of assessment instrument, etc.

C. *Description of the proposed seminar* including:

(1) *Number of interns* to be served identified by level of teaching (elementary, secondary, or K-12). The maximum seminar enrollment per session is 36 interns.

(2) *Location of Seminar Sessions* - Will it be held on college campus, divided between campus and local school site, or at school site or other locations?

(3) *Statement of Objectives and Activities* - These objectives and activities should support the "need" statement (see B above). The objective(s) should be clearly stated. Activities listed should be appropriate and sufficient to achieve the objectives.

(4) *Resources* - Vitaes on personnel involved in seminar should verify areas of competency. A listing of media and other resources available for the seminar should be identified.

(5) *Evaluation of the Seminar* - Evaluation instruments and processes to be used in evaluating the seminar must be approved in advance by the State Department of Education.

(6) *Dissemination* - The applicant must describe how the seminar objectives were achieved and disseminate that description to other Kansas colleges/universities and to appropriate local educational agencies.

APPENDIX D

GUIDELINES FOR DISTRICTS TO APPLY FOR SEMINAR FUNDING

The following information should be provided by districts in seeking to support an Intern Year Program Seminar.

A. *Name and Address of District or Districts* (consortium requests are encouraged)

B. *Statement of Need For Seminar* - This statement includes narrative as well as statistical background information necessary to support the statement of need.

Examples of needs are: Adjustment to the teaching environment, planning and organization, etc.

C. *Description of the proposed seminar* including:

(1) *Number of interns* to be served identified by level of teaching (elementary, secondary, or K-12). The maximum seminar enrollment per session is 36 interns. Specify the district(s) in which these interns are located.

(2) *Location of Seminar Sessions* - Will it be held at a local school site, on a college/university campus, divided between campus and local school site, or other locations?

(3) *Statement of Objectives and Activities* - These objectives and activities should support the "need" statement (see B above). The objective(s) should be clearly stated. Activities listed should be appropriate and sufficient to achieve the objectives.

(4) *Resources* - Vitaes on personnel involved in seminar should verify areas of competency. A listing of media and other resources available for the seminar should be identified.

(5) *Evaluation of the Seminar* - Evaluation instruments and processes to be used in evaluating the seminar must be approved in advance by the State Department of Education.

(6) *Dissemination* - The applicant must describe how the seminar objectives were achieved and disseminate that

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description to other school districts, Kansas colleges/universities and to appropriate local educational agencies.

(7) *Budget* - The applicant must complete a prescribed budget sheet.

GOALS FOR FY 1985 KANSAS STATE BOARD OF EDUCATION

Approved 6/8/84

The following are goal statements related to the seven major functions and responsibilities of the Kansas State Board of Education and specific Department activities to reach these goals.

1. APPROVAL — The State Board of Education will promote quality education through program approval of teacher and administrator preparation programs and certification and accreditation procedures which reflect the needs of educators, school districts, and students.
   (a) TEACHERS
   - conduct evaluations of 200 teacher education programs in 5 Kansas colleges and universities
   - support and monitor the progress of the preprofessional skills test of students in teacher preparation programs
   - develop and conduct validation procedures and pilot tests of the preprofession teacher examination
   - identify twenty school districts in Kansas to receive technical assistance in the development of teacher inservice plans and conduct six multi-district sessions concerning development of plans

   (b) ADMINISTRATORS
   - conduct eight workshops throughout the state on the role of the building principal in curriculum and staff development
   - conduct two workshops for community college administrators
   - conduct a major study relating the principles of child development to school curriculum and organization. The results of the study will form the basis for a statewide conference on the topic "A Curriculum for the Year 2,000"
   - conduct evaluations of four administrator programs in five Kansas colleges and universities

2. REGULATION — The State Board of Education will set and require State guidelines, rules and regulations, and plans to achieve balance between constitutional and legislative intent and local policies, priorities, and procedures.
   - develop and disseminate guidelines on the special education areas of gifted, learning disabilities, PSA, and speech

3. SERVICE AND LEADERSHIP — The State Board of Education will provide services through the State Department of Education to local education agencies in the area of technical assistance, information, and resources.
   - develop statewide curriculum guides for grades K-12 in language arts, mathematics, arts, science, and social studies
   - conduct studies of current research findings and innovative practices that will result in the development of six major policy statements by the Board pertaining to
     - definition of school
     - preschool education
     - equal educational opportunity for limited English speaking students
     - effective curriculum and school organization related to school dropouts
     - career ladder teacher employment models
     - impact of technology on the learning process in elementary schools
   - initiate studies about appropriate criteria for reviewing the content of textbooks and software for use in the Kansas public schools
   - develop competency-based profiles for twenty-five vocational education program areas
   - develop a Management Information System (MIS) to provide appropriate and relevant information for decision making activities

4. EVALUATION — The State Board of Education will assess the progress of the educational system in Kansas.
   - extend technical assistance to eighty selected Kansas schools that will result in development of eighty school improvement plans
   - review and recommend appropriate tests for consideration by local school districts that will supplement the Kansas minimum competency tests including the testing program designed by the National Assessment of Educational Progress
   - assess program effectiveness of twenty optional education programs through on-site reviews

5. LEADERSHIP — The State Board of Education will provide leadership in identifying needs, priorities, and goals.
   - conduct two major planning initiatives in FY 1985 that will result in the identification of educational needs and the setting of appropriate statewide priorities and goals by
     - analyzing the findings of the strategic plan initiative and making recommendations for subsequent action
     - developing a five-year plan for education improvement as a part of a commission long-range planning effort
     - developing a long-range plan for special education
   - encourage the recognition of individual students and teachers, educational programs within districts, school building programs, and school districts by
     - developing the celebrity concept for implementation by the summer of 1985
     - encouraging individual professional associations' recognition of students
     - selecting state nominee for national teacher of the year
     - cosponsoring an master teacher of the year program
     - identifying programs of excellence
     - cosponsoring an exemplary school recognition programs sponsored by U.S. Department of Education
     - participating in other awards or recognition programs such as President's Academic Fitness Awards Program, Governor's Program of Scholarship Recognition, National Youth Science Camp, and Kansas Youth Program
   - develop and support special instruction on behalf of exceptional children in Kansas to include
     - jointly applying with Department of Health for federal funds to assist preschool handicapped children
     - conducting a study of the care, safety, and services provided to students by the Kansas State School for the Visually Handicapped and the Kansas State School for the Deaf

6. FINANCE — The State Board of Education will support equitable finance plans that allow local education agencies to meet present and future educational needs.
   - conduct a study of major models of financing community colleges and area vocational-technical schools
   - establish uniform funding procedures for vocational programs in area vocational schools, community colleges, and unified school districts
   - conduct a study of the inverse relationship between district wealth per pupil and the ratio of state aid to general fund budgets for all unified school districts

7. RECOGNITION — The State Board of Education will provide an organizational structure to assure all students the opportunity to an equitable education.
   - expand technical assistance to improve articulation between community colleges, four-year institutions, and area vocational schools
   - study the feasibility of sharing community college staff in curricular areas where teacher availability is limited, i.e., foreign languages with surrounding public and private elementary and secondary schools
   - review organizational recommendations of Master Plan, Phase II and III and work with legislature for appropriate action
   - increase the accessibility of vocational programs for eleventh and twelfth grade students in rural areas

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